

# Successful Title III Plans

## Handouts

### Content Objectives

- \* Identify the components of Title III programming and where it is evidenced in the LEA Planning Cycle and the ELL/LEP Handbook
- \* Share examples of objectives, strategies and activities for ELLs and their relationship to the overarching goals and objectives of the LEA Planning Cycle and School Improvement Plans
- \* Discuss implications for LEAs and consortia

### Language Objectives

- \* Discuss the implications for your LEA or consortia with a partner [listening & speaking]
- \* Make connections between the ELL programming components presented and your LEA Planning Cycle [listening & reading comprehension]

### Required Components and their Evidence

- **Instructional Program Design** for Alternative Language Services AND Title III Supplemental Services
- Formative and Summative **Assessment**
  - Language: ELPA
  - Core Content
  - Local Assessments
- **Accountability:**
  - Needs assessment of ELL student progress
  - Disaggregation of ELL data
  - Specific objectives, strategies and activities for ELLs
- **Parent Engagement** including ELL Parent Outreach and an ELL Parent Advisory Committee
- **Teacher Quality** and Certification
  - Research based practices in native and second language acquisition, and content instruction
  - Sustained, and job-embedded professional development
- **ELL Program Evaluation**
  - Progress toward achieving the specific objectives, strategies and activities for ELLs
  - FLEP follow-up study for monitoring academic progress
- **Evaluation:** AMAOs, AYP
  - Annual Measurable Achievement Objectives
    - AMAO #1: Progress
    - AMAO #2: Proficiency
    - AMAO #3: AYP

**ELL/LEP Handbook**

- The LEA's ELL/LEP Handbook will complement the information provided in the LEA Planning Cycle [LEAPC].
- The five required components will be included in the ELL/LEP Handbook.
- The specific academic outcomes will be found in in the LEAPC.
- The ELL/LEP Handbook will be available in the district.
- The LEA or Consortia's ELL Parent Advisory will review the ELL/LEP Handbook and participate in the creation of the specific academic outcomes included in the LEAPC.



### **Checklist for a quality ELL/Title III plan**

- ✓ Includes all of the required components (Slide: Required Components and their evidence) *Handbook*
- ✓ Reflects consideration of the LEA's board approved local curriculum, the alternative language services required by OCR, and demonstrates supplemental activities that are above and beyond these local curriculum and alternative language services *Handbook*
- ✓ Describes the plan for professional development and its evaluation? (section 3115(c)(2)) *Handbook & LEAPC*
- ✓ Explains how OCR requirements are met for alternative language services *Handbook*
- ✓ Provides for a supplemental language instruction education program (section 3115(c)(1)) *Handbook & LEAPC*
- ✓ Furthers English language learners' (ELL) mastery of English and academic content *Handbook & LEAPC*
- ✓ Proposes expenditures are allowable, allocable, and reasonable *LEAPC & Budget*
- ✓ Provides justification as needed for proposed expenditures *LEAPC & Budget*
- ✓ Is based on ELL student data *Handbook & LEAPC*
- ✓ Reflects consultation with appropriate non-public school representatives during plan design (section 9501(c)) *Handbook & Consolidated Application*
- ✓ Includes analysis of any Title III carryover funds from prior years *Handbook & LEAPC & Budget*
- ✓ Is submitted in a timely manner to the MDE *LEAPC & Consolidated Application*
- ✓ Includes a plan for parent engagement *Handbook & LEAPC*
- ✓ Provides assurances that all stakeholders [parents, community organizations, and to the extent possible, IHEs] are involved in the creation and evaluation of the ELL/Title III plan *Handbook & LEAPC*

### **Steps to look at ELL Data for the Comprehensive Needs Assessment**

1. For the ELL population, what is the percent of students who are not at/or above the current state standard for each content area?
2. How is the ELL subgroup achieving in comparison to the Non-ELL group?
  1. Does the ELL subgroup score lower than the non-ELL group?
  2. If yes, which ELL subgroups are contributing to this gap?
    - \* which grade levels, proficiency levels, buildings or special education/non-special education or migrant status
3. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
4. What has the school staff determined to be the leading cause(s) for the gap in performance?
5. What are the area(s) for improvement for ELL subgroup?
6. What are the factors identified that contribute to the areas of improvement?

## **LEA Planning Cycle:**

### **District 1 Example**

Goal Area: ELA: Reading

Student Goal Statement: All students will increase their reading comprehension skills across the content areas.

Objective 1.0: The district will increase the number of students scoring proficient in reading by at least 5% as measured by the state or local assessments at each grade level.

Strategy: Teachers will use interactive activities to engage students in the content areas using metacognitive and cognitive strategies.

Activity: Provide 3 day professional development and follow up collaborative discussions to all elementary teachers in the area of metacognitive strategies.

Objective 1.1: The district will increase the number of ELL students scoring proficient in reading by 8% as measured by the MEAP/MME/MI Access at each grade level.

Strategy: Teachers will use metacognitive strategies to engage students in retelling and summarizing information in small groups with a certified ESL teacher through the alternative language program.

Activity: Purchase leveled informational and narrative books correlated to students' English language proficiency that are aligned with the ELA and ELP standards.

## **LEA Planning Cycle:**

### **District 2 Example**

Goal Area: Math

Student Goal Statement: All students will meet or exceed state standards in math.

Objective 1.0: The achievement gaps between the proficiency levels of students within the identified subgroups will decrease by at least 10% annually on state or local math assessments at each grade level. [Subgroups: students with disabilities, African American students, Hispanic students, economically disadvantaged students, and English language learners]

Strategy: Teachers will use manipulatives to support conceptual understanding at all grade levels.

Activity: Provide 3 hours of professional development to all teaching staff on integrating manipulatives into the Numerical and Algebraic Operations and Analytical Thinking Strand [Common Core: Operations and Algebraic Thinking and Expressions & Equations].

Objective 2.0: Students will develop math academic language as measured by students demonstrating 80% accuracy when applying the identified academic vocabulary to local and state assessments.

Strategy: Teachers will develop math academic language lists by unit for each grade level using Marzano's Building Academic Language Teacher's Manual.

Activity: These lists will be shared amongst all teachers, with students and with parents in monthly newsletters.

Strategy: Teachers will design practice for students with new words using best practice techniques such as Frayer Model, Marzano's 6-Step method, which includes student-friendly definitions, visuals, and contextualized practice to build math academic language daily.

Activity: Students will create math vocabulary journals for maintaining new academic words.

## **LEA Planning Cycle:**

### **District 3 Example**

Goal Area: Science

Student Goal Statement: All students will demonstrate grade level mastery of science concepts.

Objective 1.0: The district will increase the number of students who score proficient, or at least 80%, on state and local science assessments.

Strategy: Teachers will provide opportunities to develop students' oral language.

Activity: Students will use sentence stems/prompts focused on concepts to encourage elaboration in students thinking, oral communication and writing.

Objective 1.1: English language learners will gain fluency with the selected sentence stems/prompts with 90% accuracy as measured by local assessments.

Strategy: ESL teachers will develop students' content area, oral language skills.

Activity: Students will use the same sentence stems/prompts in a variety of contexts during ESL small group instruction to encourage elaboration.

## **LEA Planning Cycle:**

### **District 4 Example**

Goal Area: Social Studies

Student Goal Statement: All students will increase their reading comprehension skills of informational social studies texts.

Objective 1.0: The district will increase the number of students scoring at the proficient level by 2% as measured by state and local assessments.

Strategy: Teachers will use Thinking Maps organizers to build students' comprehension and teach them to take notes on informational texts.

Activity: Teachers will participate in 4 days of professional development for Thinking Maps.

Objective 1.1: The district will increase the number of ELL students scoring at the proficient level by 4% as measured by state and local assessments.

Strategy: Teachers of EL students will use Thinking Maps organizers to build ELs' comprehension and take notes on informational texts.

Activity: ESL teachers and paraprofessionals will attend the 4 days of professional development for Thinking Maps and an additional day of professional development on using Thinking Maps with ELLs, Pathways to Proficiency.

## **Alignment between the ELL Plan and the budget**

1. Comprehensive Needs Assessment
2. Describe your ELL/Title III Plan in your Handbook and LEAPC
3. Budget accordingly [Advanced Ed Resource Summary and MEGS budget detail]
4. Revise Plan and Budget annually



## **ESEA, Title III Part A Amended by NCLB Act of 2001**

### **“SEC. 3116. LOCAL PLANS.**

“(a) PLAN REQUIRED.—Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

“(b) CONTENTS.—Each plan submitted under subsection (a) shall—

“(1) describe the programs and activities proposed to be developed, implemented, and administered under the subgrant;

“(2) describe how the eligible entity will use the subgrant funds to meet all annual measurable achievement objectives described in section 3122;

“(3) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this subpart accountable for—

“(A) meeting the annual measurable achievement objectives described in section 3122;

“(B) making adequate yearly progress for limited English proficient children, as described in section 1111(b)(2)(B); and

“(C) annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State academic content and student academic achievement standards as required by section 1111(b)(1);

“(4) describe how the eligible entity will promote parental and community participation in programs for limited English proficient children;

“(5) contain an assurance that the eligible entity consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing such plan; and

“(6) describe how language instruction educational programs carried out under the subgrant will ensure that limited English proficient children being served by the programs develop English proficiency.

“(c) TEACHER ENGLISH FLUENCY.—Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will

be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

“(d) OTHER REQUIREMENTS FOR APPROVAL.—Each local plan shall also contain assurances that—

“(1) each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year;

“(2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;

“(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;

“(4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards; and

“(5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

#### **“SEC. 3121. EVALUATIONS.**

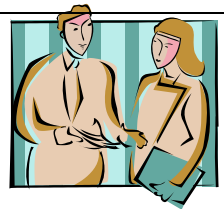
“(a) IN GENERAL.—Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes—

“(1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the two immediately preceding fiscal years;

“(2) a description of the progress made by children in learning the English language and meeting challenging State academic content and student academic achievement standards;

“(3) the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and

“(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.



## **Think, Pair, Share**

Which of the following components are required for the LEA Planning Cycle and relate to ELL programming?

- Instructional Program Design for Alternative Language Services and Title III Supplemental Services
- Language Assessment: ELPA
- Core Content Assessments
- Evaluation: AMAOs
- Parent Involvement including an ELL Parent Advisory Committee
- Teacher Quality and Certification
- ELL Program Evaluation
- Specific Objectives, Strategies and Activities for ELLs
- Accountability: Needs Assessment of ELL student progress
- Teacher cultural immersion experiences (Spain, Mexico, Dubai)
- Disaggregation of ELL data
- Sustained Professional Development